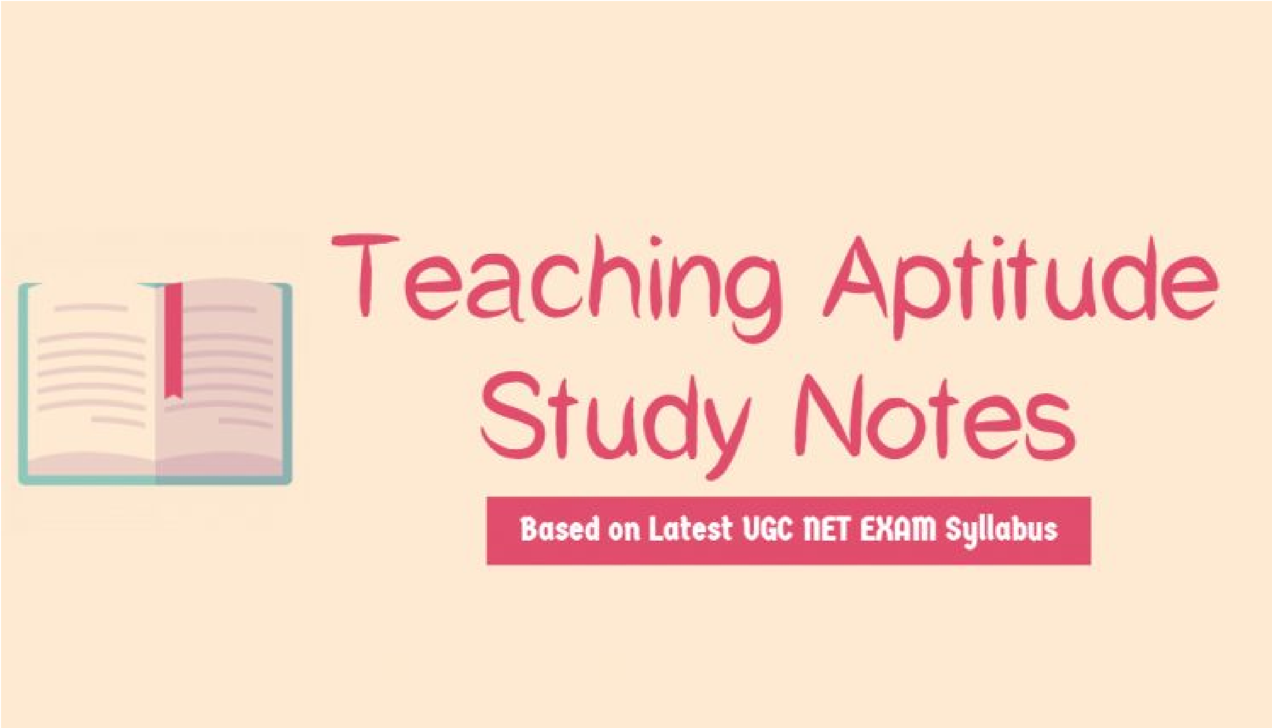
Teaching Aptitude Study Notes,Important Topic for NET Exam

ugcnetpaper1.com/teaching-aptitude-study-notes/

April 18, 2020



Important Teaching Aptitude Study Notes for UGC NET EXAM

Introduction

The main objective of UGC NET EXAM Paper 1 is to access teaching and research quality of aspirants. This post is aimed at collecting all required details for teaching aptitude in a single page to answer your doubt and question around the teaching aptitude unit of Paper 1.

So, How to prepare well for teaching aptitude topics for future TET/SET/ UGC NET/JRF exams?

To overcome the challenges of NET Exam students we have covered the entire teaching aptitude syllabus into 7 parts which consist enough study notes and MCQ Question based on last 10 years solved question paper to test your grasping knowledge of Teaching Aptitude section.

After reading this blog post you will have complete details on –

- Latest Teaching Aptitude syllabus as per new changes
- Detailed Analysis of Paper, Types of the question asked in previous examinations
- Complete study notes based on latest syllabus

- Further suggested study materials in case you have time to cover in more details
- Frequently Asked MCQ based on Teaching Aptitude
- Solved Question Papers [Last 10 Year Solved Papers]

Lets Start!

First thing first … *So, What is the syllabus of Teaching Aptitude Topic in UGC NET EXAM?*

How many are asked in Examination from Paper 1?

This has been observed in the last 10 exams (Considering only recent one !) 5-7 Questions are regularly asked from teaching aptitude. But then in the first exam conducted by NTA in DEC contains more than 10 Questions in a few session.

SO its highly important that you focus on this topic to cover 10 Question (Although not thumb rule)

So what are the important key topics you need to focus on…

Teaching – Nature & Objectives – Steps in Teaching, Factors affecting Teaching. Teacher
characteristics, Identification of learner needs, creating appropriate learning situations, effective teacher, progressive teacher, teaching styles.

- **Teacher Roles** – Motivator, Facilitator, Democratic leader, Guide, Counselor, Mentor, Social Engineer-Classroom Implications.
- **Learner's characteristics-** Characteristics of adolescent and adult learners (Academic, Social, Emotional and Cognitive), Individual differences.

Methods and Techniques of Teaching: learner-centred Teaching Strategies, Projects, Group Discussion, Activity, Co-operative Learning, Seminars, Debates etc. Effective use of ICT, AV Aids, Improvisation, Tools and Techniques of Evaluation, Concept of CCE and Assessment

- **Understanding teaching and learning** in the context of NCF 2005, KCF 2007 and right to education act 2009
- **Evaluation System –**Evaluation in Choice Based Credit System in Higher education

Teaching Aptitude Study Material for NET Exams

Covered Topic in This Post! Teaching: Concept, Objectives, Levels of teaching (Memory, Understanding and Reflective), Characteristics and basic requirements.

Teaching Aptitude tests are measures of potential abilities that foreshadow success on

the related task of some future time. The purpose is predictive and their focus often is narrowed to a single ability or small collection of
related abilities which ensure that the candidates who want to enter the teaching profession have required knowledge and skills.

It refers to the basic qualities required to become a successful teacher. This includes qualification,soft-skills
intelligence, attitude, and many other qualities expected from a person who wants to become a
successful teacher.

> "By education I mean an all-round drawing out of the best in child and man-body, mind and spirit. Literacy is not the end of education or even the beginning."
>
> -M. K. Gandhi
>
> "Education is the most powerful weapon which you can use to change the world." – Nelson Mandela JD

Concept of Teaching-

What is teaching (Teaching definition)? How it is different from other relative concepts like instructions, conditioning, training, and indoctrination.

Teaching is one of the instruments of education and is a special function is to impart understanding and skill. The main function of teaching is to make learning effective. The learning process would get completed as a result of teaching. So, teaching and learning are very closely related.

Meaning of teaching-

Teaching is a process in which one individual teaches or instruct another individual. Teaching is considered as the act of imparting instructions to the learners in the classroom situation. It is watching systematically. Dewey:- considers it as a manipulation of the situation, where the learner will acquire skills and insight with his initiation.

Important Teaching definition:-

(1) H C Morrison:- Teaching is intimate contact between the more mature personality and a less mature one.

(2) Jackson:- Teaching is a face to face encounters between two or more persons, one of whom (teacher) intends to effect certain changes in the other participants (students).

Related Posts
Teaching Support System: Traditional, Modern and ICT based |...

Choice Based Credit System in Higher education | New Topic

Prev Next 1 of 3

(3) J B Hough and James K Duncan:- Teaching is an activity with four phases, a curriculum planning phase, an instructing phase, and an evaluating phase.
This definition presents the organizational aspect by which we can describe and analyze the teaching process.

(4) N.L.Gage (Democratic point of view):- Teaching is interpersonal influence aimed at changing the behaviour potential of another person.

(5) Clerk:- Teaching refers to activities that are designed and performed to produce in students behaviour.

The objective of Teaching-

The major objective of teaching covers different types of intended learning outcomes.

1. Acquisition of knowledge
2. Development of Understanding
3. Development of Conceptual, intellectual and subject-specific skills
4. Development of values values

In general –

- To Change behaviour and conduct of student
- To improve the learning skills of students, including methodological, critical thinking, writing, creativity, hypothesis etc.
- Subject Knowledge
- To provide a social and efficient member of society

Nature and characteristic of teaching-

Teaching is a social and cultural process, which is planned to enable an individual to learn something in his life. We can describe the nature and characteristics of teaching in the following way:-

- Teaching is a complete social process- Teaching is undertaken for society and by society. With ever-changing social ideas, it is not possible to describe the exact and permanent nature of teaching.
- Teaching is giving information- Teaching tells students about the things they have to know and students cannot find out themselves. Communication of knowledge is an essential part of teaching.
- Teaching is an interactive process- Teaching is an interactive process between the student and the teaching sources, which is essential for the guidance, progress, and development of students.
- Teaching is a process of development and learning.

- Teaching causes a change in behaviour.
- Teaching is an art as well as science.
- Teaching is face to face encounter.
- Teaching is observable, measurable and modifiable.
- Teaching is a skilled occupation:- Every successful teacher is expected to know the general methods of teaching-learning situations.
- Teaching facilitates learning
- Teaching is both a conscious and an unconscious process.
- Teaching is from memory level to reflective level.
- Teaching is a continuum of training, conditioning, instruction, and indoctrination.

(Original Source – teaching-definition)

To understand the meaning of teaching, it is essential to understand the difference between teaching and other similar concepts like conditioning, training, instruction, and indoctrination. Here, a brief description is given below.

1. **Teaching is different from conditioning** as it aims to develop intellect and has border scope with the vast curriculum while on other hand conditioning is the modification of behaviour and learning habits. In conditioning, the curriculum is fixed and done by the repetition of the behaviour.
2. **Teaching is different from training** as teaching is mostly theoretical and usually refers to classroom learning while training is practical oriented and it refers to workshops, seminars, role-plays, simulations etc. skill development is a key aspect of Training Process.
3. **Teaching and instruction are different** as Instruction is the act of telling the learner what to do or what not do to impart knowledge of specific subjects while teaching means the development of the potential of an individual.
4. **Teaching and Indoctrination are different** as indoctrination poses the belief that there is only one solution to the problem while teaching points out that there are different solutions, often to the Same problem

Levels of teaching: memory, understanding and reflective

The Overall object of teaching is to build an overall personality of the learners and it evolves around the development of learner’s capability, thinking and change in the behaviour of students.

Different level of Teaching

- Memory Level of Teaching
- Understanding Level of Teaching
- Reflective Level of Teaching

Key Points on Memory level teaching (MLT)

1. Memory level teaching emphasis on presentation of fact and information and it's all about CRAMMING.
2. Knowledge or information is gained by the learner through the memorization.
3. It is the initial stage of teaching and induces the habit of ROTE Learning of facts and subject matters
4. Its provide students with the ability to retain and reproduce the learnt subject.
5. It covers only the knowledge-based objectives of Bloom's Taxonomy. At this level, the student learns to identify, recall or remembers the objects, events, ideas and retain them in memory.
6. The teacher plays a very dominating and authoritarian role while instructing
7. The evaluation system mainly includes Oral, Written and easy type-examination as well organized and is simple so that it can be acquired through rote learning.
8. The role of the teacher is prominent (Primary & active) and that of the student is secondary (Secondary & Passive).
9. Memory level teaching does not improve intelligence and increase student's capability but this is required for other types of teaching levels.

The Herbartian theory of apperception supports that the young children's mind is ready for perceiving themselves and the world around. Their mind is ready for a great mass of factual information including concepts, elements, structures, models and theories. They can acquire and retain information about a large number of things, objects, and material through memorization.

Classification of memory:

- Immediate memory: when a recall is immediate
- Permanent memory: the recalling of material for a longer time.
- Personal memory: while recalling the experience, we remember our personal experience.
- Impersonal memory: recalling from books, and companion.
- Active memory: make effort to recall past experiences, recalling answer in exams.
- Passive memory: recall experience without effort.
- Mechanical memory or physical memory: body becoming habitual of doing any task repeatedly.
- Rote memory: cramming facts without understanding.
- Logical memory: to learn something by using intellect and it's recalling when needed.

Key Points on Understanding level of teaching(ULT)

1. Memory level teaching is the prerequisite for the understanding level of teaching as it talks about the generalization of principles, theory and other key important facts.
2. This helps to build the thinking level of students to make use of their acquired knowledge based on previously known facts and subjects.

3. The teacher explains the student about the relationship between principles and facts and teaches them how these principles can be applied.
4. It focusses on mastery of the subject
5. It provides more and more opportunity for the students to develop skills of ‘Memory + Insight’
6. The evaluation system of this level is mainly objective type questions and essay.
7. Student and teacher both play an active role in the Understanding level of teaching

Morrison has divided the understanding level of teaching into 5 steps;

- Exploration: testing previous knowledge, analyzing the content.
- Presentation: content is presented, diagnosis, and recapitulation till the students understands.
- Assimilation: generalization, individual activities, working in laboratory and library, the test of content.
- Organization: pupils are provided with the occasions for representation.
- Recitation: pupil presents the content orally.

Key Points on Reflective level of teaching(RLT)

Reflecting on something means giving careful thought to something over some time. It also means thinking deeply about something.

1. It talks about both ‘Understanding level’ & ‘Memory Level’ teaching and its problem centred.
2. Its main objective to develop problem-solving, critical and constructive, independent, original thinking.
3. At this level, the emphasis is laid on identifying the problem, defining it and finding a solution to it. The student’s original thinking and creative-abilities develop at this level.
4. A student is Core ‘Active & Primary’ while Teacher becomes ‘Secondary & passive’ in this.
5. In Reflective level of teaching (RLT) Hunt is the main Proponent. It includes ULT and MLT. It is problem-centred teaching. The students are assumed to adopt some sort of research approach to solve the problem. The classroom environment is to be sufficiently ‘Open and Independent’
6. Hunt developed the reflective model of teaching which goes through the various steps including creating a problematic situation. Formulate and verify the hypothesis, data analysis and testing the hypothesis around the problem.
7. Essay type test is used to evaluate the learning process.
8. The teaching at this level is not teacher-centred or subject-centred, it is leaner-centred.